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AUTHOR Fedje, Cheryl G.

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ABSTRACT

Wisconsin K-12 family and consumer education teachers implemented the Family, Food, and Society Resource Guide in their classrooms. Feedback was gathered from teachers who had used or were using the modules. Findings indicated the following: the family narrative section was readable, understandable, and essential; students reacted well to modules I and II but sometimes got upset with all the "thinking" associated with the activities; and teachers had time during the semester to teach only one small part of module III. One-day seminars based on ideas from the resource guide at six sites were conducted by former pilot school teachers. A consultant developed a plan for assessing existing facilities that would be used for the teaching of Family, Food, and Society as well as Food Service courses. The modules were refined with the help of feedback from teachers who pilot tested the materials and reported that special needs students seemed to thrive in the course, materials seemed to be adaptable to students' context, and the most profound problems with teaching the course focused on dealing with absenteeism. (The four-page report is followed by these appendixes: teacher questionnaire; seminar mailing; and consultant's report on K-12 family and consumer education facilities that concludes with such attachments as assessment of facility needs, food equipment needs list, food equipment resource list, and four models of family and consumer education facilities.) (YLB)

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FINAL REPORT

ASSESSMENT AND REFINEMENT OF THE FAMILY, FOOD AND SOCIETY RESOURCE GUIDE

ED 362 738

Submitted by:

Dr. Cheryl G. Fedje, Associate Professor
School of Human Development and Nutritional Sciences
University of Wisconsin-Stevens Point
Stevens Point, WI 54481

June, 1992

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FINAL REPORT

Leadership was provided for Wisconsin K-12 Family and Consumer Education teachers to further explore and implement the Family, Food and Society Resource Guide in their classrooms. Four objectives were developed to serve as a basis for the project. The activities carried out to reach each objective and the subsequent findings will be described below:

Objective 1: To establish, coordinate, and carry out a plan for pilot testing the Family, Food and Society Resource Guide materials.

Feedback was gathered from teachers who had used and/or were using the modules by sending out the attached questionnaire (see Appendix A) in November, 1991. Findings indicated:

a. The family narrative section was readable and understandable. Further, teachers felt it is essential that the family narrative is read prior to using the modules in the classroom. Reading the narrative helps in conceptualizing the course before teaching it to others.

b. Students are reacting well to Modules I and II but sometimes get upset with all the "thinking" associated with the activities.

c. Teachers only had time during the semester to teach one small part of Module III (in addition to Module I and II). Although the initial directed activities were clear and understandable (pages 1-3), the remainder of the materials were confusing and hard for the teachers to understand due to wordiness and lack of organization.

d. Only a few teachers found time to pilot test Module IV and V. These teachers agreed that the activities in Module IV were challenging and stimulating; however, the module itself was not readable or easily understood. Module V, according to these teachers, had great potential, but needed expansion and numerous details.

e. Students accepted the new ideas and activities but felt better about the course when they could be involved in at least one laboratory experience per week.

As the year progressed, further feedback regarding pilot testing efforts was received via telephone conferences and informal discussions at professional meetings and seminars. Findings from these discussions were similar to those listed

above. Throughout the discussions, one point emerged and re-emerged: Those teachers who attended both the Fall, 1990 and June, 1991 Department of Public Instruction sponsored seminars seemed much more confident about their work with the materials than those teachers who attended only one session or neither of the sessions.

Objective 2: To plan and conduct a one-day seminar based on ideas from the Family, Food and Society Resource Guide at six sites throughout the state utilizing the expertise of six former Pilot School teachers each of whom would serve as a resource leader at a seminar.

The one-day seminars were held in six sites (Stevens Point, Menasha, Eau Claire, Madison, Pewaukee, and LaCrosse) throughout the state during Spring, 1992. Each seminar was conducted by a former Pilot School teacher. See Appendix B for details. With the exception of the LaCrosse seminar, each one was well attended with about 50 participants. Thus, about 260 teachers were reached. Only a few of these individuals had attended the Fall, 1990 or June, 1991 seminars so, for most participants, this was their first opportunity to learn about the guide.

The evaluations from all six seminars were positive and the participants especially appreciated interacting with the former Pilot School teachers. Specific comments from the seminars are summarized below:

I liked. . . .

- -the hands-on experiences of actually trying some of the activities
- -Pam was very knowledgeable and presented materials in an interesting manner.
- -The way the material was presented. Ann does a very nice job and she does know what she is talking about. She was relaxed and made it seem so simple.
- -The conversation and sharing ideas with teachers who have used the curriculum.
- -The fact that we actually got concrete information that we could actually use.
- -Very helpful to emphasize the reason to change curriculum
- -Having the chance to take this piece of time to focus on this course. This is very complex and needs and deserves a solid block.
- -It would be very helpful for administrators, counselors, curriculum directors to be able to experience this seminar to help them understand the thinking/learning that is going on.
- -that it is finally starting to make sense.
- -the fact that those of us who had been to previous workshops did not have to review basic material again.
- -that you made the family narrative come to life.

(Evaluation devices from all six seminars are filed in C.

Fedje's office.)

Objective 3: To develop a plan for assessing existing facilities which would be used for the teaching of Family, Food and Society as well as Food Service courses.

This aspect of the project was carried out by a consultant, Deb Nelson, who worked in cooperation with the Project Director. A report addressing this objective is in Appendix C.

Objective 4: To refine and adjust Family, Food and Society materials based on the results of the pilot testing by Family and Consumer Education teachers throughout the state.

The various modules were adjusted and refined with the help of feedback from the teachers who were pilot testing the materials as well as from the Conceptual Editor, Sharon Strom.

Specific information gained from the teachers who pilot tested the materials follows:

A. Special needs students seemed to thrive, rather than flounder, in the Family, Food and Society course. This may be partly due to the lack of rote learning and memorization but more specific reasons given were: (a) the emphasis on conceptual learning with concepts continually revisited and re-examined in new and different ways, (b) readings, activities, projects, and laboratory experiences could be easily individualized, (c) students are actively involved in learning, (d) support materials are well structured with clear directions, and (e) questions are written in a clear, straight-forward manner. Of course, nearly all the teachers mentioned that they had to make adjustments in the time frame, use of language, and amount of material covered for the special needs students.

B. The materials seem to be adaptable to students' context, e.g., rural, urban, ethnic groups, socio-economic status, etc. All in all, the teachers felt they could adapt the course to their locale without further assistance.

C. The most profound problems with teaching the course focused not on special needs students or region/locale but on dealing with <u>absenteeism.</u> Nearly every teacher mentioned that this is an increasing problem in all their courses but especially in Family, Food and Society because of the role of dialogue in the course. Much of the "work" of the course can not be made up; the dialogue is difficult, if not impossible, to recapture. Additionally, teachers compared make up work in the Family, Food and Society course to

- traditional foods courses where students could bring baked products that had made at home or complete factual worksheets as a substitute for laboratories. These assignments,
- teachers said, just did not seem appropriate or important in the new approach to teaching/learning. In summary, teachers had few or no concrete suggestions for addressing the abseentism problem in this course (or, for that matter, in any of their courses).

D. Some concrete suggestions were made for modifying the Guide. A summary of changes is given below for the various components of the guide:

Modules I and II: Only minor changes were made in these materials. A few support materials needed further editing and the directed activities were changed slightly to provide greater clarity.

Module III: The directed activities section was re-written to add clarity and readability. Several support materials were also re-structured and re-written.

Module IV: Again, the directed activities section was re-written to add clarity and readability. Some of the support materials needed further questions and more precise directions.

Module V: The entire module was expanded to include more detailed directed activities and support materials.

Family narrative: More details were added to the narrative and it was divided into three chapters, each with an introduction and summary.

The revised and adjusted Family, Food and Society Resource Guide is enclosed.

APPENDIX A

University of Wisconsin-Stevens Point
College of Professional Studies
School of Human Development & Nutritional Sciences
Stevens Point, WI 54481-3897 (715) 346-2830

Communicative Disorders • Medical Technology
Health Promotion/Physical Education & Athletics
Fashion & Interior Design • Military Science
Human Development/Nutritional Sciences • Education

November 20, 1991

TO: Family, Food and Society Resource Guide Seminar Participants

FROM: Cheryl Fedje, Family, Food & Society Project Director
Ann Staeven, Graduate Assistant

RE: On-going activities

We are excited about being able to continue our work with revising and implementing the Family, Food and Society Resource Guide during the 1991-92 school year. To facilitate the revision process, we intend to communicate with teachers who are using the materials provided at the seminars held in 1990-91. Therefore, we are enclosing a questionnaire designed to give us preliminary information about your experiences with the Family, Food and Society Resource Guide materials.

Additionally, we would like to know if you would be willing to attend a one-day Family, Food and Society inservice session to be held during Spring, 1992 at six different sites throughout the state. These inservice sessions will give all Family and Consumer Education teachers an opportunity to learn more about the guide.

We would appreciate you completing the questionnaire and returning it promptly. We look forward to hearing from you!

NAME_____

SCHOOL_____ CESA #_____

ADDRESS_____

_____

SCHOOL TELEPHONE # _____

I. Please respond to the following questions:

A. Are you using the Family, Food and Society Resource Guide materials during Fall, 1991? YES NO

B. Will you be using the materials during Spring, 1992? YES NO

C. Would you be willing to attend a ONE-DAY Family, Food and Society seminar during Spring, 1992? (The same seminar will be held in six different sites throughout the state). YES NO

If yes, please check preference below:

____ week day ____Saturday

II. If you are using the Family, Food and Society materials now, please respond to the following questions:

A. How much of the guide have you already used with your students?

B. What has helped you the most in your efforts to use the materials?

(OVER)

C. What is your reaction to this new approach to teaching/learning about food?

D. How are your students reacting to the content and learning experiences?

E. What questions or concerns do you have about the materials/course?

Please return to: Cheryl Fedje, School of Human Development and Nutritional Science, 101 CPS Building, University of Wisconsin-Stevens Point, Stevens Point, WI 54481

APPENDIX B

University of Wisconsin-Stevens Point
College of Professional Studies
School of Human Development & Nutritional Sciences
Stevens Point, WI 54481-3897 (715) 346-2830

Communicative Disorders • Medical Technology
Health Promotion/Physical Education & Athletics
Fashion & Interior Design • Military Science
Human Development/Nutritional Sciences • Education

January 21, 1992

TO: K-12 Family and Consumer Education Teachers

FROM: Cheryl Fedje CF

RE: Family, Food and Society Seminar

You are invited to attend a one-day seminar focusing on the Family, Food and Society Resource Guide. The seminar will be held in six sites throughout the state (see accompanying chart) and will be conducted by former Pilot School teachers who have taught or are teaching the Family, Food and Society course. This is an opportunity for you to be introduced to the guide if you were not able to attend the Fall, 1990 or June, 1991 DPI-sponsored seminars. Or, if you have attended prior workshops, this seminar will help you extend your knowledge and examine recent revisions to the modules.

A brief agenda for the day is included below. Please note that participants will be divided into two groups for the first session so that we can meet the needs of all teachers.

Agenda:

8:15 a.m. - Registration

8:30 a.m. - Overview and Review of the Guide
(appropriate for those who have not attended prior Family, Food and Society seminars)

Sharing of experiences and suggestions for revisions with emphasis on Modules I and II
(appropriate for those who attended seminars held during 1990-1991)

10:00 a.m.- Break

10:15 a.m.- Panel of teachers who have used the modules

10:45 a.m.- Examination of Modules I, II, and III with emphasis on Module III

12:00 - - - Lunch

1:00 p.m. - Examination of Modules IV and V

2:15 p.m.- Break

2:30 p.m.- Linking ideas together; Summary, Wrap-up

3:30 p.m.- Dismissal

All participants will be given revised copies of Modules III, IV, and V. Only those who did not attend the 1990-91 seminars will be give the Family Narrative and Modules I and II (only very minor changes have been made on these materials since June, 1991).

Come and join us! Experience directed activities that are part of the Family, Food and Society guide! Interact with other teachers who are teaching about food-related concerns!

Please share this information with other Family and Consumer Education teachers in your school district.

Please complete the form below and return by the date indicated on the attached sheet. Send to: Cheryl Fedje, School of Human Development and Nutritional Sciences, 101 CPS Bldg., University of Wisconsin, Stevens Point 54481

- -

NAME_____

SCHOOL_____

ADDRESS_____ZIP_____

SCHOOL TELEPHONE # _____

Yes, I plan to attend the Family, Food and Society seminar at:

_____Menasha (lunch on your own or in the cafeteria)

_____Milwaukee (Please note the time: 1:00 p.m.- 6:00p.m.)

_____Stevens Point (enclose check for lunch)

_____Madison (enclose check for lunch)

_____LaCrosse (enclose check for lunch)

_____Eau Claire (enclose check for lunch)

PLEASE MAKE YOUR CHECK FOR THE LUNCH TO: UW-SP Human Development

I attended the June, 1991 Family, Food and Society seminar in Madison: ___yes ___no

PERTINENT INFORMATION ABOUT THE FAMILY, FOOD AND SOCIETY SEMINARS:

DATE	LOCATION	COST	REGISTRATION DUE DATE	RESOURCE TEACHER
Friday February 28	UW Center Fox Valley 1478 Midway Road Menasha	no pre-payment necessary	Feb. 26	Ann Staeven
Wednesday March 11	Holiday Inn Stevens Point	$7.50 for coffee and lunch	March 4	Jane Menghini
Friday March 13	Quality Inn South 4916 East Broadway Madison	$8.75 for coffee and lunch	March 6	Pam Anderson
Monday March 23	Days Inn Motel (old Ramada Inn) 2703 Craig Road Eau Claire	$7.30 for coffee and lunch	March 13	Ann Staeven and Delaine Stendahl
Friday April 3	Midway Motor Lodge 1835 Rose Street LaCrosse	$7.80 for coffee and lunch	March 27	Carolyn Schwarze
Monday May 11	WCTC (Services Occ Bldg R.129) 800 Main Street Pewaukee	no pre-payment necessary	May 6	Marilyn Swiontek

(PLEASE NOTE: The time frame for this session is 1:00 p.m. - 6:00 p.m.)

APPENDIX C

K-12 FAMILY AND CONSUMER EDUCATION FACILITIES

Submitted by:

Deb Nelson, Consultant

E375 Frost Valley Road
Waupaca, WI 54981
(715) 258-9051

June, 1992

K-12 FAMILY AND CONSUMER EDUCATION FACILITIES

Introduction

Recent Wisconsin Department of Public Instruction initiatives such as School-to-Work Transition and Tech-prep call for occupational components at the senior high, and interpersonal skills development at the elementary, middle, and junior high level. Family needs for job education, on-the-job training programs, and the development of trained workers have increased. These factors have led to changes in many programs, including K-12 Family and Consumer Education. Besides middle, junior, and senior high home component courses, job component courses are currently offered as a part of senior high Family and Consumer Education programs.

With the addition and/or expansion of these job component courses, as well as the development of re-focused home component courses at all levels, K-12 Family and Consumer Education facilities now must fit the needs of a wide variety of courses. Both home and job component courses demand flexible and versatile room/s appropriate for large and small group interaction, as well as up-to-date and adequate equipment for laboratory purposes. This is further complicated when the facilities are used for students at various educational levels (e.g. middle, elementary, junior and senior high).

This report addresses contemporary facility needs for

K-12 Family and Consumer Education programs, but is limited to foods-related courses such as Family, Food and Society, Food Service, and middle school courses with a foods emphasis. The ideas included in the report are intended for those individuals who plan to remodel an existing facility or design classroom space for a new building. Knowing that limited printed material exists about planning/remodeling facilities for K-12 Family and Consumer Education programs, these ideas are presented as a springboard for further discussion. The proposed ideas are NOT intended as "blueprints for success" or quick-fix answers to complex problems faced by those who are re-thinking facility needs. Nor are the proposed ideas about foods-related facilities radically different from what now exists. Facilities will probably contain much of the same basic appliances until new foods related equipment or new foods are invented that drastically change our thinking and practices. The major difference between current and proposed Family and Consumer Education facilities relates to the total space allocation.

Key points offered for consideration are:

Space Allocation

In the past, "Home Economics" facilities often consisted of two or three separate rooms. Now, one multi-purpose room tends to serve as the facility for Family and Consumer Education programs. Less space is available for foods-related equipment, so the arrangement of that equipment

requires careful planning. The number of food preparation units may be reduced and the layout of those units may need to be altered to accommodate food service equipment, allow for traffic flow patterns, special needs students, and classroom presentations/discussions. Thus, the traditional U-shaped units may take too much space and limit the flexibility of the room.

On the other hand, if ample space is available for food-related equipment and activities, the traditional layout is still inappropriate. Contemporary Family and Consumer Education programs in both home and job component call for industrial equipment, centralized storage, versatile traffic patterns and space for group interaction. Additionally, traditional layouts may not meet current safety regulations and sanitation codes.

Centers

Planning for special centers or areas may provide for an efficient use of space. An instructional center, food preparation center, storage center, professional center and recycling center should all be considered during the planning process. Actual space allocation for each center depends on various contextual factors such as course offerings, size of facility, and budgetary concerns.

Instructional Center. Lightweight, moveable tables and chairs add versatility to this center. Consideration should be given to wall space for visuals such as a blackboard,

screen, and bulletin board (eg. tacktex walls), as well as space for a VCR, monitor, and other necessary audio-visual equipment.

Food preparation center. As Family and Consumer Education teachers move away from basic preparation skills in home component courses and focus on foods industry needs in Food Service courses, the space allocated for the food preparation center deserves special attention. First of all, ample work space is a primary concern, and is sometimes limited due to traditional cabinets. Mobile cabinets add flexibility can eliminate some of the wasted space found in traditional U-shaped units. Fewer cabinets may be needed because some of the equipment traditionally used for developing basic preparation skills (e.g. doubleboilers, pastry blenders, rolling pins) can be placed in central storage and taken out for special occasions. Serviceware (e.g. silverware, glassware, dinnerware) can also be kept in central storage; storing it in individual units takes unnecessary space and causes problems with unit inventory control. Therefore, purchasing stackable, identical serviceware and storing it in a central location alleviates space and inventory problems. Other equipment such as canister sets, jello molds, and hand graters may be inappropriate for storage in individual units and/or inappropriate for the program, and thus can be discarded.

By placing work centers along the walls, space is

utilized more efficiently. Additionally, this leaves an open area for multi-purpose tables to be used for eating purposes, large group discussions, and small group work.

Storage center. Some teachers prefer to have a separate area for storage that can be locked and thus more easily controlled. If large equipment for food service classes must be stored, large adjustable shelves, rather than small home-like cupboards are desirable. Shelves that utilize space vertically are also more appropriate when space is limited.

Professional center. This space would be allocated for equipment such as a desk, bookshelves, file cabinets, and a communication system for the teacher/s. Having the items together rather than spread throughout the room may save space and promote efficiency. If so desired, the professional center could be separated from the room by walls, or it could be separated via the placement of furniture and equipment.

Computer center. This may be located next to, or as a part of, the professional center. It may be mobile and moved from place to place within the classroom depending upon required needs.

Recycling center. Maintaining a recycling area may be mandatory and/or promote environmentally sound practices.

Image

Traditionally, "Home Economics" facilities were designed to retain the appearance of a private home. Now that the

curriculum has changed, this layout no longer is appropriate. The traditional U-shaped units, with their home-like appeal, do not give a business-like or scholarly atmosphere. Use of color can also affect the image. The "home-y" color schemes with color coordinated wallpaper, equipment, and eating utensils, do not portray the intended atmosphere. More subdued colors provide flexibility to retain an up-dated look for years to come. Likewise, certain appliances, such as a washer and dryer tend to reflect that home atmosphere. Storing laundry equipment in an enclosed room or eliminating the appliances altogether, may help to alleviate the image problem. Thus, changing the home-like atmosphere decreases the stereotyping associated with the program.

Summary

In order for facilities to fit the needs of the students and the contemporary curriculum, re-visioning of the Family and Consumer Education department must take place. By re-designing the facilities to compliment both home and job component courses, educators will be providing students with a place where they can develop skills appropriate for the work of the family both inside and outside the home. Facilities should support, stimulate, and strengthen learning. This will then enable the students to prepare to meet the challenges today at school, and face the future of tomorrow at work.

Description of Appendices

In an attempt to provide concrete ideas for use when remodeling/building Family and Consumer Education facilities, several lists of materials were developed. The ideas emerged from a variety of written sources and interviews with ten Wisconsin Family and Consumer Education teachers representing different size schools, types of programs, areas of the state, and educational levels.

The first set of materials, "What Should We Do About Food and Nutrition Facilities," (Appendix A) consists of a series of questions designed with the practical reasoning process in mind. Therefore, a variety of questions were developed for each of the four categories (Context, Means, Consequences, Valued Ends) of the practical reasoning process. These questions call for continual examination, and may not be answered easily or quickly. The questions could be used as a basis for discussions among inter-departmental members, administrators, parents, students, advisory committee members, and architects.

The device, "Assessment of Facility Needs," included in Appendix B is to be used when determining specific changes in Family and Consumer Education facilities. Two columns are included to record ideas. The first column, "Current," is included to help organize thoughts concerning the existing facility. The ideas in the second column, "Proposed," would emerge when comparing the current facilities to the ideal.

The ideas included in the "Proposed" column would be realistic, achievable, and appropriate for a specific setting.

Included in Appendix C is "Foods Equipment Needs." This list gives suggestions of necessary laboratory equipment, as well as ideal quantities needed. The listing is broken down into three sections. These sections are further subdivided into various categories. The first section is for middle schools and Family, Food and Society, the second for Food Service, and the third section is for equipment that can be sold, given away, or placed in permanent storage. Please note that wooden cutting boards and wooden utensils must be discarded due to sanitation concerns.

Appendix D, "Foods Equipment Resource Lists," includes a variety of sources from both in and out of Wisconsin. Phone numbers and addresses provide a starting point for locating various laboratory equipment. It is by no means a list of preferred or recommended suppliers.

The final set of materials (Appendix E) includes several models of Family and Consumer Education facilities. These models were developed to help individuals visualize various layouts. Please keep in mind that these proposed layouts address only food-related courses. A brief description of each follows.

Model #1: This drawing illustrates the placement of

equipment in a facility that would serve as a multi-purpose room. The various centers are clearly divided with food preparation units along one wall. Mobile cabinets serve as additional work and storage space.

Model #2: Space utilization is illustrated for only food-related activities. Please note the ample room for a dishwasher and other food service equipment. The storage center is separate and lockable. Tables are placed together for eating and instructional purposes. Additionally, one food service unit would be easily accessible for the physically disabled.

Model #3: This shows an enclosed storage and professional center. A clear division is also illustrated between the food preparation area and the instructional area. There are four food preparation units which share two ranges.

Model #4: This model illustrates an open room with a visual separation between the foods laboratory and the classroom. This can be further separated with accordion walls in order to keep student traffic confined to a specific area as well as serve as a buffer for noise levels. The layout depicts various food preparation centers such as clean-up, salad/preparation, and baking within the laboratory area.

Appendix A

WHAT SHOULD WE DO ABOUT FOOD AND NUTRITION FACILITIES?

Context

* What assumptions do I have regarding food and nutrition laboratories?
* How might my assumptions and attitudes affect my ability to consider alternatives?
* How many students are in each section of foods related classes?
* How much money is available?
* How much actual square footage is needed?
* How much storage space is needed?
* What is envisioned as adequate food preparation experience?
* Does every group need to prepare the same product?
* What kind of impression do I want students to get about food preparation?
* What existing foods equipment is appropriate for a contemporary Family and Consumer Education program?
* What old equipment needs to be discarded?
* What new equipment needs to be purchased?
* Where do I obtain information on costs of equipment and suppliers?
* How will my peers/administrator/students/parents react to the changes?
* What are my alternatives to remodeling?

Means

* How might the facility be envisioned in alternative ways?
* How might safety and sanitation concerns be addressed?

* How might the atmosphere be altered with minor structural changes?

* How might equipment needs be determined?

* How are the requirements of special need students met?

* How is this equipment phased in and out?

* How can maximum usage be obtained from the facilities?

* How can the most flexible use of space be established?

* How can ample storage space be planned for?

* How can a pleasant learning atmosphere be created?

* How can the stereotypes associated with the Family and Consumer Education department be eliminated?

* How might a color scheme be used to portray a contemporary image of Family and Consumer Education programs?

* How can a sense of community be established among my students?

* How might the facility changes affect students' attitudes and perceptions?

* How can the facility be made compatible with the Family and Consumer Education philosophy and curriculum?

Consequences

* What might happen if a new facility is built or the existing one is remodeled?

* What might happen if student enrollments go down? Go up?

* What might happen if alternative facilities must be used to meet in for an extended period of time?

* What might happen if the facilities must be shared with other programs?

* What might happen if old equipment is discarded?

* What might happen to classroom control if traditional laboratory units are eliminated?

* What effect will a new arrangement have on student grouping?

* What might be the affect of facility changes on the department's image?

* What might be the result if the image appears too sterile? Too home-y?

* What will the facility changes accomplish for students?

* What might happen if nothing is done?

Valued Ends

* Why should the facilities be changed?

* What are the goals the facilities should accomplish?

* What image is being portrayed?

* What sense do others gain from entering this environment?

Appendix B

ASSESSMENT OF FACILITY NEEDS

Family and Consumer Education

Directions: For each item, indicate under the "Current" column, what exists in your facility. Then, under the "Proposed" column, indicate any necessary and realistic changes for your setting.

I. Technical Features - How does your facility provide for the following:

	Current	Proposed
A. Ventilation system...		
B. Plumbing...		
C. Electrical hook-ups...		
D. Gas hook-ups...		
E. Thermal conditions...		
F. Acoustical conditions...		
G. Visual/lighting...		

II. Safety Concerns - How does your facility provide for a safe and healthful environment:

	Current	Proposed
A. Adequacy of room size...		
B. Following of safety regulations:		
1) clear and accessible exits...		
2) accessible drawer and door openings...		
3) open traffic ways...		
4) fire codes...		

C. Accommodations for physically disabled...

D. Accessibility to other rooms and hallway...

E. Appropriate floor and surface coverings...

III. Sanitation Concerns - How does your facility provide for sanitary conditions:

	Current	Proposed
A. Sinks for handwashing...		
B. Towel dispensers by sink...		
C. Sanitary waste disposal...		
D. Easily maintained floor and surface coverings...		
E. Availability of recycling area...		

IV. Room Arrangement - How versatile is your facility's layout:

	Current	Proposed
A. Ease of traffic flow patterns...		
B. Flexibility of room arrangement:		
1) allows for increased student enrollment...		
2) adaptable for various courses...		
3) allows for independent/small group interaction...		
4) permits large group instruction...		

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Space Utilization - How does your facility utilize space for the following:

	Current	Proposed
A. Laboratory:		
1) flexible work center arrangements...		
2) ample work surfaces...		
3) movable units...		
4) separated from seating area...		
5) accessible for all special needs groups...		
B. Storage:		
1) ample space...		
2) lockable for consumables...		
3) organized/stackable equipment areas...		
4) orderly shelving for resources...		
5) accessible area for AV media...		
C. Professional center:		
1) record storage...		
2) desk/table...		
3) area for student conferences...		
4) communication system...		
5) computers...		
D. Multipurpose area:		
1) movable and versatile seating...		
2) easily accessible instructional media...		
3) accessible for all special needs groups...		

VI. Aesthetics - How does your facility visually provide a positive learning environment:

	Current	Proposed
A. Atmosphere reflects program philosophy...		
B. Color scheme creates an inviting and business-like atmosphere...		
C. Equipment and materials give an orderly appearance...		

VII. Instruction Media - How does your facility accommodate various teaching equipment/materials...

	Current	Proposed
A. Versatile seating...		
B. Easily accessible AV equipment...		
C. Wall space for displays and projects...		

VIII. Equipment - How well does your equipment assist in facilitating your teaching/learning activities?

	Current	Proposed
A. Family, Food and Society...		
B. Food Service...		
C. Middle School...		
D. Other...		

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Appendix C

FOODS EQUIPMENT NEEDS

Family and Consumer Education Programs

Family, Food, and Society Needs List

I. Bakeware
* 13" x 9" pan (1)
* cooling racks (3)
* cookie sheets (4-6)
* angel food/tube pan (1)
* bread pan (1)
* muffin pans - 6 hole (2)
* pie pan (1)

II. Cookware
* stockpots - 12 quart (2-3)
* oven/micro/rangetop dishes (ie. Visionware)
* kettles/covered saucepans - 4 and 8 quart (4-6)
* frypans - 7" and 10" (4-6)
* griddle

III. Serviceware
* dinnerware - dinner plates, bowls, luncheon plates one pattern (service for 24)
* serving trays (3-4)
* pitchers (3-4)
* serving bowls (6-8)
* glassware - 12 ounce beverage (24)

IV. Small Appliances
* crockpots (1)
* hand or heavy duty stand mixers (2-3)
* food processor (1)
* blender (1)
* garbage disposals (2-3)

V. Large Appliances
* refrigerator (1)
* microwaves (2-4)
* ovens - gas and/or electric (2-3)

VI. Linens
* dishtowels
* dishrags
* aprons
* pot holders

VII. Storage
* carts - stainless steel (2-3)
* storage containers (ie. Rubbermaid)
* ingredient bins
* shelving

VIII. Prep Equipment
* thermometer - meat (1)
* timers
* measuring cup sets - metal
* cutting boards - made of sanitary material
* scales - ounces (2)
* can opener - hand and punch (1 each)
* mixing bowls - stainless steel
* cookie cutters

IX. Janitorial
* broom (1)
* dustpan (1)
* mop (1)
* bucket (1)
* sinks (2-3)
* dish rack/mats (2-3)
* cleaning supplies/chemicals

X. Utensils
* vegetable brush
* pizza cutter
* wire whisk
* ladel
* stirring spoons
* meat fork
* spatulas
* measuring spoons
* tongs
* vegetable peeler
* turners
* flatware (service for 24)
* cutlery - good quality
* rolling pin (1)
* pastry blender (1)

Food Service Needs List

I. Bakeware
* cookie sheets - commercial grade stainless steel
* muffin/pie pans - varies with types of food prepared

II. Cookware
* stockpots and kettles - more needed and should be of commercial grade stainless steel
* griddle not necessary if range comes equipped with one

III. Serviceware
* dinnerware - service for 48 or more
* serving trays/bowls/pitchers - increase number
* glassware - service for 48 or more

IV. Small Appliances
* commercial mixer with stand
* commercial food processor
* hot plate - 1 or 2 burner
* cash register

V. Large Appliances
* food warmer - chafer
* commercial deep fat fryer
* convection oven - with interchangeable griddle top
* conventional range (1-2)
* microwaves
* commercial refrigerator
* freezer
* industrial dishwasher

VI. Linens
* dishtowels/dishrags - increase quantity
* potholders - ovenmitts - increase quantity
* aprons - professional appearance

VII. Storage
* carts - stainless steel (3-4)
* storage containers/ingredient bins - increase of size and quantity
* shelving - with adjustable wire racks for commercial size equipment storage

VIII. Prep Equipment
* thermometer - deepfryer (1)
* heavy-duty cutting boards
* large scale - weighs up to 25 lbs.
* can opener - electric large size
* mixing bowls - stainless steel, commercial size
* strainer

IX. Janitorial
* garbage disposals
* sinks - industrial
* recycling bins

X. Utensils
* heavy duty stainless steel

Equipment To Be Sold, Given Away, or Placed In Permanent Storage

I. Small Equipment
* double boiler
* omelet pan
* flan pans
* small deep fat fryers
* electric frying pans
* electric griddles
* dehydrators
* toasters
* waffle makers
* woks
* reamers - juicers
* nut choppers
* cheese slicers
* hand graters
* funnels
* melon ballers
* jello molds
* basters
* flour sifters
* cake decorators
* coffee cups
* punch bowls
* canning equipment
* pressure cooker
* crepemakers
* fondue pots
* coffee makers
* tea kettles
* canister sets
* potato mashers
* hand beaters

II. Large Equipment
* demonstration table
* washing machine
* clothes dryer

III. Discard Due to Sanitation Concerns
* wooden utensils
* wooden cutting boards/built-in cutting boards

Appendix D

FOODS EQUIPMENT RESOURCE LIST

Baraboo Sysco Food Service.....cutlery, cookware,
910 South Boulevard small appliances,
Baraboo, WI 53913 janitorial supplies

Blakeslee.....mixing equipment
1844 South Laramie Avenue
Chicago, IL 60650
(708) 656-0660 Fax: (708) 656-0017

The Boelter Companies.....tableservice, kitchen
11100 W. Silver Spring Road equipment, janitorial
Milwaukee, WI 53225 supplies
(414) 461-3400 or (800) FWD FAST
Or:
1601 Western Avenue
Green Bay, WI 54303
(414) 497-4700 or (800) 472-6116

Cambro Manufacturing Company.....heavy duty plastic
7601 Clay Avenue, P.O. Box 2000 equipment
Huntington Beach, CA 92647-2000
(714) 848-1555 or (800) 854-7631
Or:
Bill Loveless & Associates
Milwaukee, WI
(414) 782-0939 Fax: (414) 782-8186

Cleveland-Alco.....quantity equipment
1333 East 179th Street
Cleveland, OH 44110
(216) 481-4900 Fax: (216) 481-3782 or (800) 338-2204

CTL.....small & large
1711 West Stewart Avenue equipment
P.O. Box 449
Wausau, WI 54402-0449
(715) 845-8281

Frymaster Corporation.....commercial frying
8700 Line Avenue equipment
P.O. Box 51000
Shreveport, LA 71135-1000
(318) 865-1711 or (800) 221-4583 Fax: (318) 868-5987

Garland Commercial Industries, Inc.....large equipment
185 East South Street (ovens)
Freeland, PA 18224
(714) 636-1000 Fax: (717) 636-3903

InterMetro Industries Corporation.....shelving (wall/floor)
Mid-Western Division carts, racks
2303 South Mt. Prospect Road
Des Plaines, IL 60018
(708) 298-2424 or (800) 638-9263
Or:
N. Washington Street
Wilkes-Barre, PA 18705
(717) 825-2741 Fax: 9717) 825-2852

KatchAll Industries International.....cutting boards
5800 Creek Road (designed to combat
Cincinnati, OH 45242 cross contamination)
(513) 793-5366 or (800) 533-6900

Lancaster Products Inc.....pre-rinse systems
2138 Espey Court
Crofton, MD 21114
(800) 526-7763 or (301) 261-3244 Fax: (410) 721-3829

Nasco.....small equipment
901 Janesville Avenue
Fort Atkinson, WI 53538-0901
(414) 563-2446 Fax: (414) 563-8296 or (800) 558-9595

Randell.....reach-in refrigerator
0520 South Coldwater Road or freezer-hot, cold,
Weidman, MI 48893 and custom made units
(800) 621-8560

Rankin-Delux, Inc.....commercial cooking
P.O. Box 4488 equipment
Whittier, CA 90607-4488

Reinhart.....small and large
1600 East Richmond Street equipment
P.O. Box 556
Shawano, WI 54166-0556
(715) 526-2118 or (800) 827-4030

Rubbermaid.....plastic storage, food
Midwest Sales Office containers
450 East 22nd Street
Suite 106
Lombard, IL 60148
(708) 268-1155 Fax: (708) 268-0110

Russell Harrington Cutlery, Inc.....professional cutlery
44 Green River Street
Southbridge, MA 01550
(508) 765-0201 Fax: (508) 764-2897

Pelouze Scale Company.....food service scales
2120 Greenwood (digital/mechanical)
Evanston, IL 60201-3900
(800) 783-8330 or (708) 328-8300 Fax: (708) 328-5995

Sheldon.....cabinets, storage,
P.O. Box 836 carts, work centers,
Kirk Street tables, facility
Crystal Springs, MS 39059 layouts
(601) 892-2731
Or:
Lauer Interior Products, Inc.
3820 Turnwood Drive
Richfield, WI 53076

Servolift Eastern.....stainless steel and
266 Hancock St. aluminum equipment
Boston, Mass. 02125 (store/serve/move)
(617) 825-9000

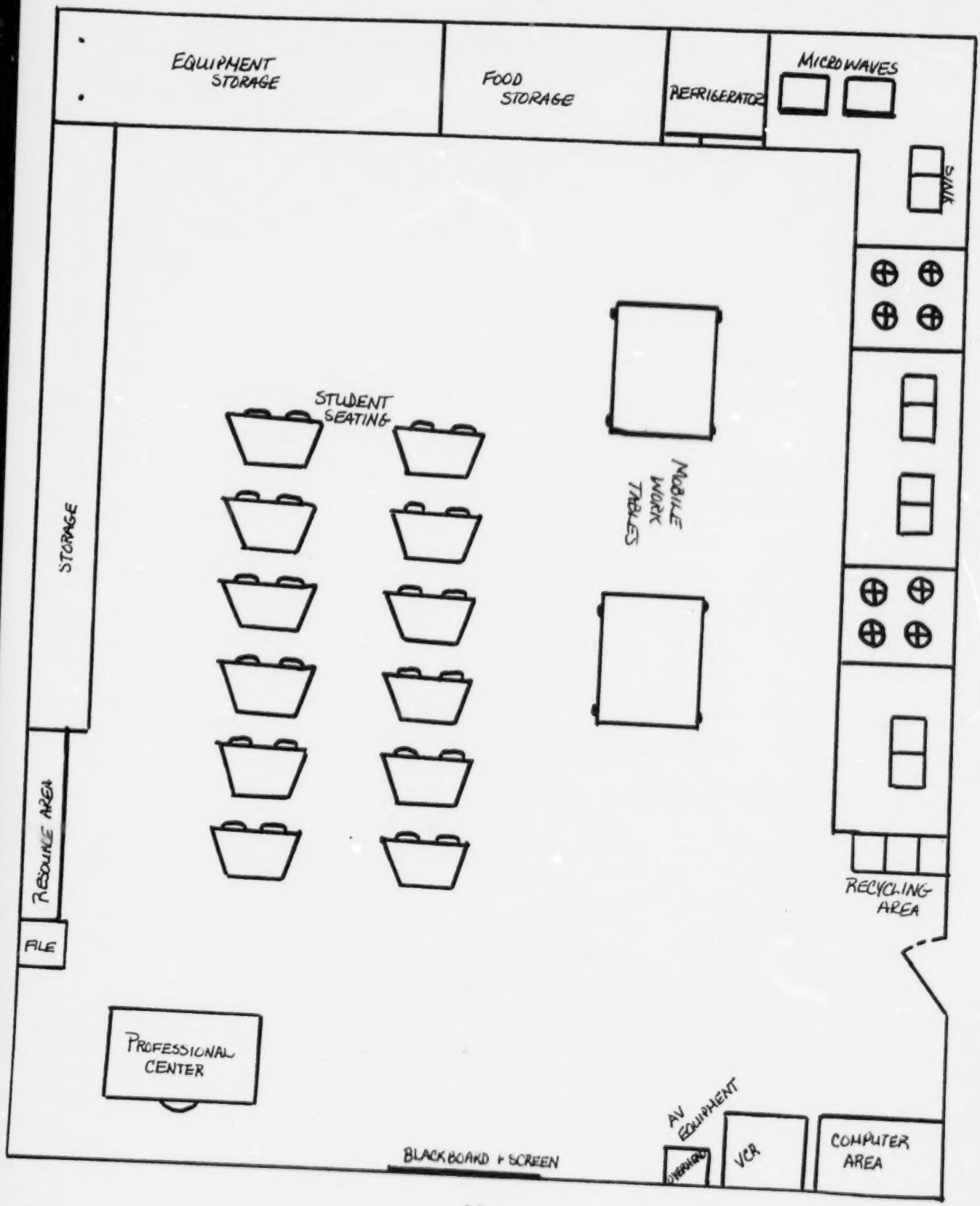
The Vollrath Company, Inc.....elegant and stainless
1236 North 18th Street steel serving equip-
Sheboygan, WI 53082-0611 ment
(414) 457-4851 Fax: (414) 459-6570

Appendix E

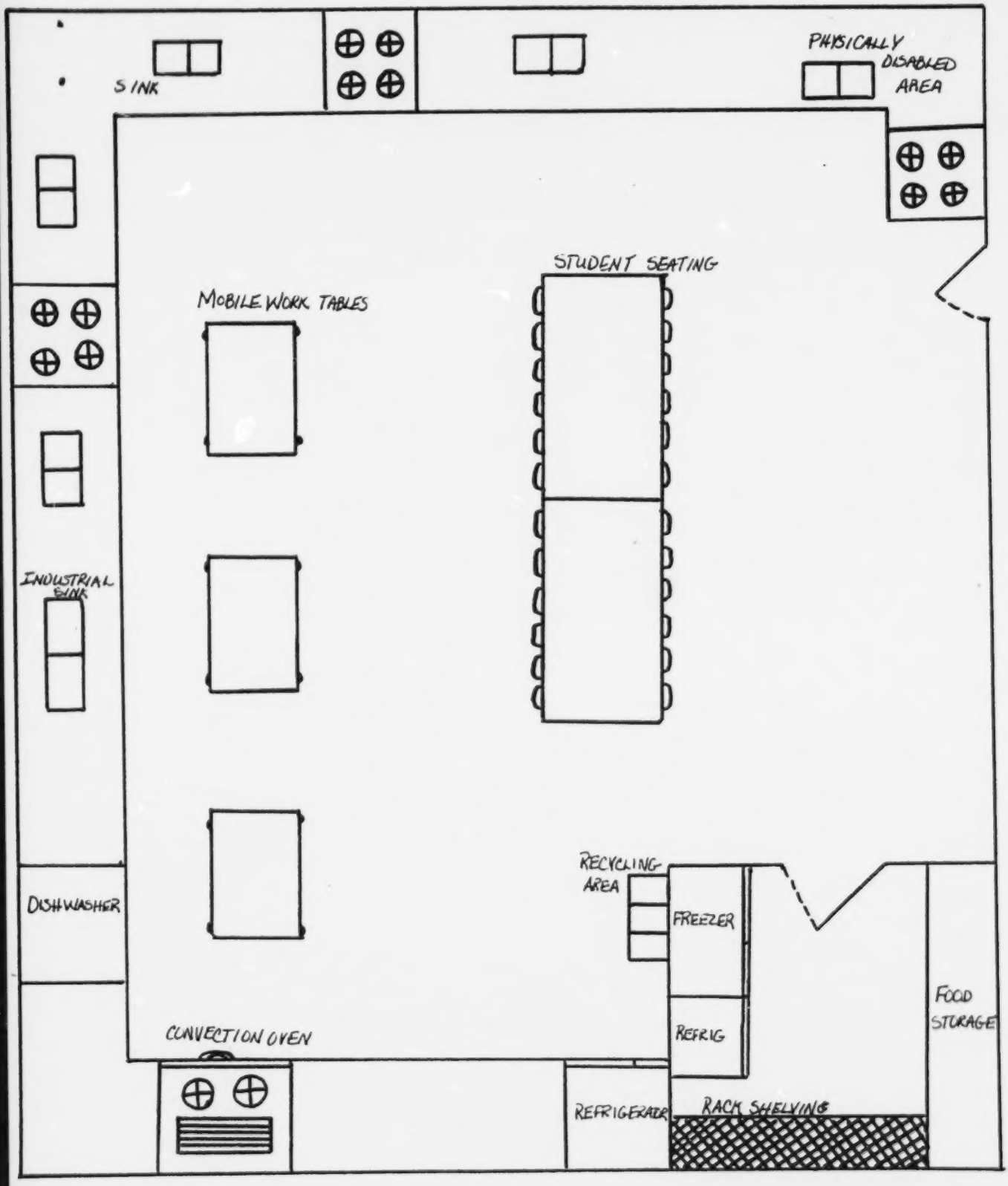
PROPOSED MODELS

FAMILY AND CONSUMER EDUCATION FACILITIES

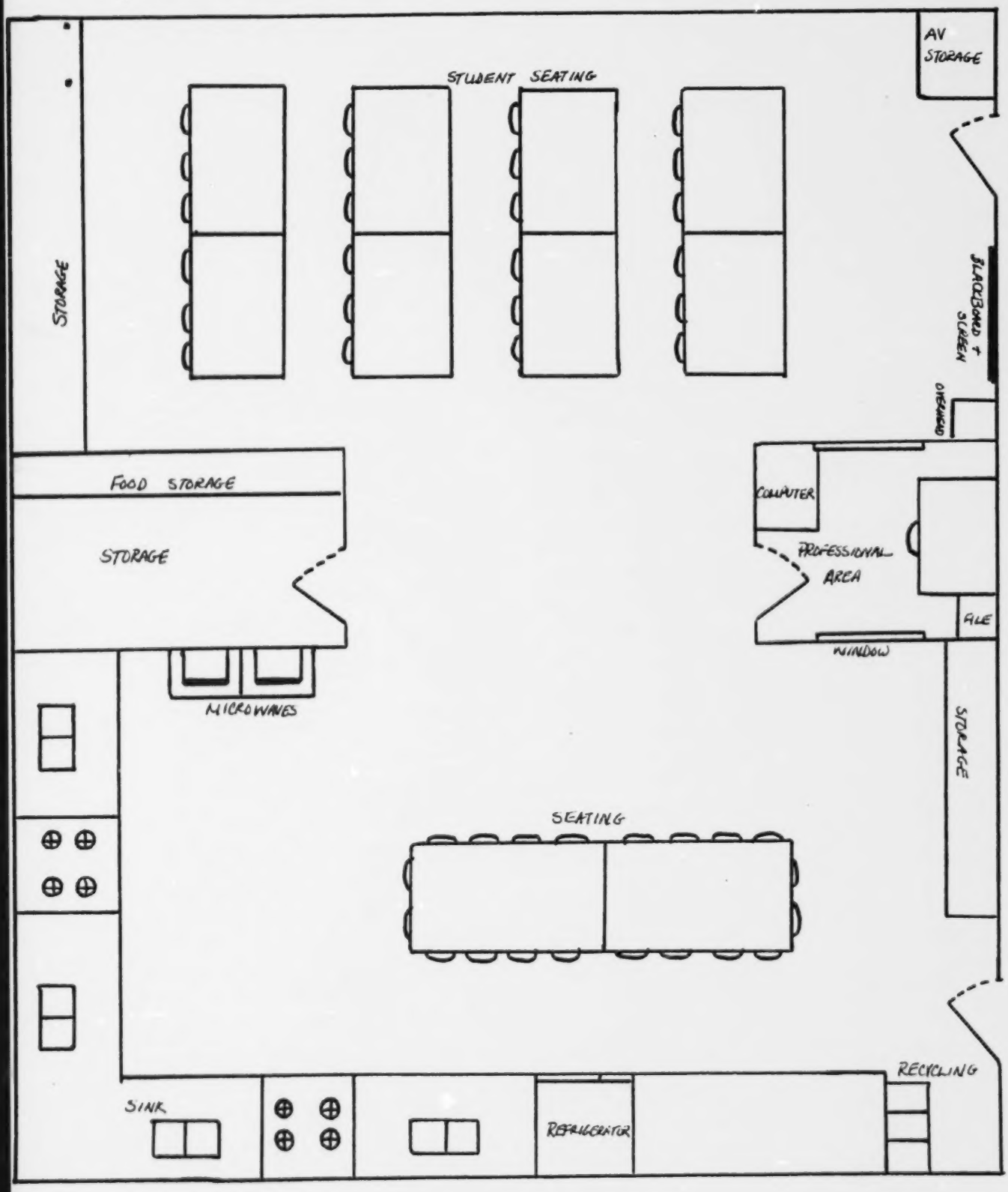
Model #1


EQUIPMENT STORAGE
FOOD STORAGE
REFRIGERATOR
MICROWAVES
SINK
STUDENT SEATING
MOBILE WORK TABLES
STORAGE
RESOURCE AREA
FILE
RECYCLING AREA
PROFESSIONAL CENTER
AV EQUIPMENT
VCR
COMPUTER AREA
BLACKBOARD + SCREEN

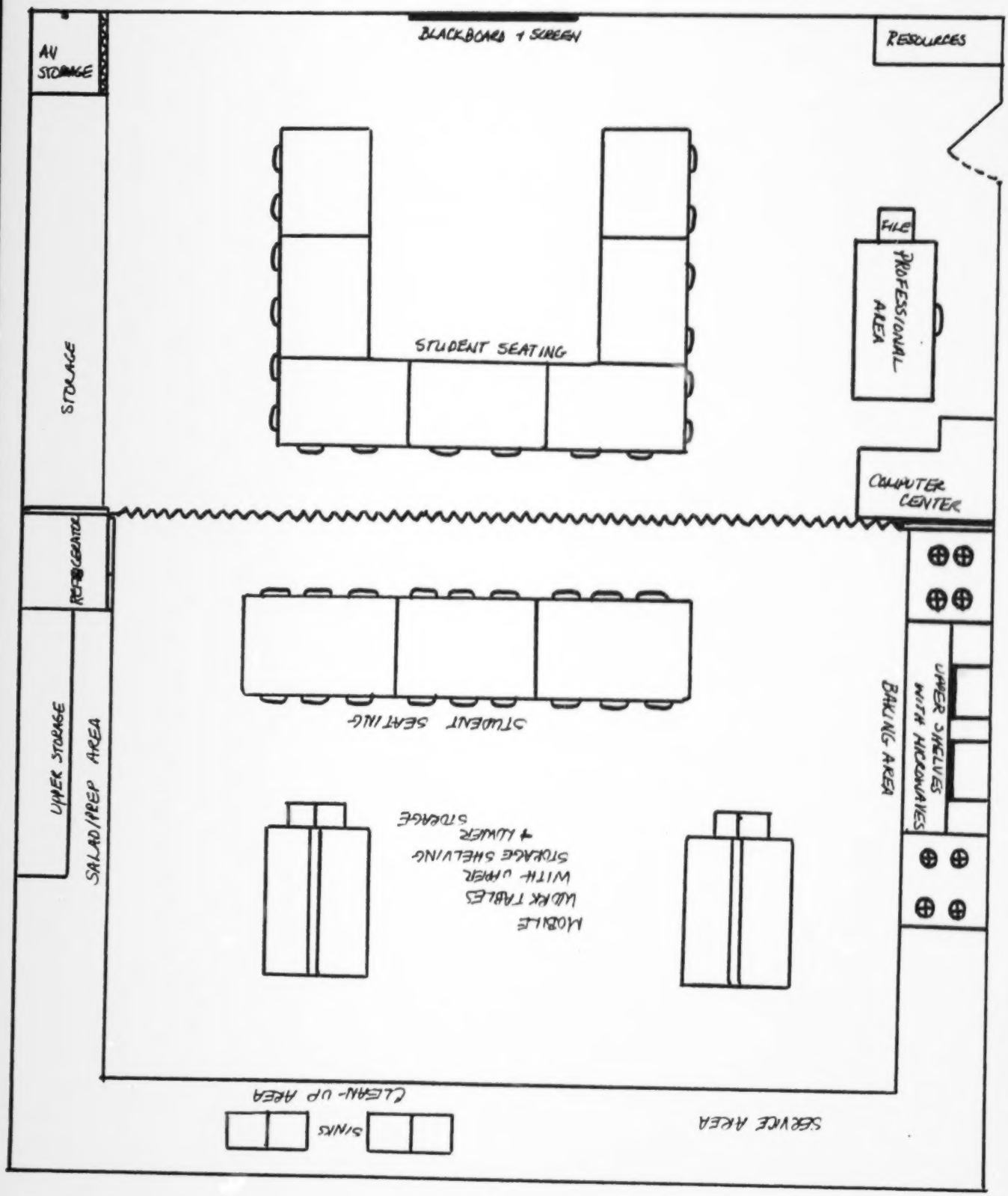
Model #2


SINK
PHYSICALLY DISABLED AREA
STUDENT SEATING
MOBILE WORK TABLES
INDUSTRIAL SINK
DISHWASHER
RECYCLING AREA
FREEZER
REFRIG
FOOD STORAGE
CONVECTION OVEN
REFRIGERATOR
RACK SHELVING

Model #3


AV STORAGE
STUDENT SEATING
STORAGE
BLACKBOARD & SCREEN
OVERHEAD
FOOD STORAGE
STORAGE
COMPUTER
PROFESSIONAL AREA
FILE
WINDOW
MICROWAVES
STORAGE
SEATING
RECYCLING
SINK
REFRIGERATOR

Model #4


AV STORAGE
BLACKBOARD + SCREEN
RESOURCES
STORAGE
STUDENT SEATING
FILE
PROFESSIONAL AREA
COMPUTER CENTER
REFRIGERATOR
UPPER STORAGE
SALAD/PREP AREA
STUDENT SEATING
UPPER SHELVES WITH MICROWAVES
BAKING AREA
MOBILE WORK TABLES WITH UPPER STORAGE SHELVING + LOWER STORAGE
SERVICE AREA
SINKS
CLEAN-UP AREA

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